

**Kindergarten Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	K.L.1.1 Students are able to follow various one- and two-step directions.
(Application)	K.L.1.2 Students are able to take turns in conversations and large group situations.
(Knowledge)	K.L.1.3 Students are able to identify appropriate listening behaviors. For example: eye contact, quiet bodies, not talking

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	K.L.2.1 Students are able to identify personal information. (for example: 911, home phone number).
(Comprehension)	K.L.2.2 Students are able to state what makes various audio or visual presentations appealing. (for example: color, sound effects).
(Application)	K.L.2.3 Students are able to use patterns and visual organizers to remember everyday information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • recite alphabet song and poetry; • use job board, helper chart, centers.

**Kindergarten Listening and Viewing
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none">• follow multi-step directions;• apply personal information in a variety of situations;• restate what others say to demonstrate recall.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none">• follow one- and two-step directions;• take turns in conversations and group situations;• use personal information for a variety of purposes;• describe what makes various audio or visual presentations appealing;• use patterns and visual organizers to remember everyday information.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none">• follow simple directions;• identify visual organizers that are used in the classroom;• take turns in conversations.

**Kindergarten Listening and Viewing
ELL Performance Descriptors**

Proficient	Kindergarten ELL students performing at the proficient level: <ul style="list-style-type: none"> • identify appropriate listening behaviors; • volunteer information and respond to questions about self and family; • greet teachers appropriately when entering the classroom.
Intermediate	Kindergarten ELL students performing at the intermediate level: <ul style="list-style-type: none"> • follow oral directions; • listen to simple stories or fairy tales; • relate personal information such as name and phone number; • use appropriate facial expressions to indicate paying attention to another's verbal message.
Basic	Kindergarten ELL students performing at the basic level: <ul style="list-style-type: none"> • follow simple one- or two-step directions; • participate in a class game by following non-verbal clues; • listen attentively to teacher; • watch and imitate peers in order to stay on task.
Emergent	Kindergarten ELL students performing at the emergent level: <ul style="list-style-type: none"> • listen attentively to teacher; • watch and imitate peers in order to stay on task.
Pre-emergent	Kindergarten ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.

**First Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.L.1.1 Students are able to follow two- and three-step directions.
(Knowledge)	1.L.1.2 Students are able to recognize the importance of focusing on a speaker when listening.
(Application)	1.L.1.3 Students are able to respond appropriately to non-verbal signals. For example: street crossings, flashing lights, streetlights

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.L.2.1 Students are able to use pertinent personal information. For example: address, emergency information
(Knowledge)	1.L.2.2 Students are able to recognize the difference between true and false information.
(Application)	1.L.2.3 Students are able to ask appropriate questions related to the topic.
(Application)	1.L.2.4 Students are able to repeat directions.
(Application)	1.L.2.5 Students are able to use graphic organizers to remember pertinent information. For example: calendar, Venn diagrams, word webs

**First Grade Listening and Viewing
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none">• follow directions consistently;• use visual organizers to remember pertinent information;• respond to the speaker with non-verbal responses;• compare related information from audio and visual presentations;• use graphic organizers to arrange information.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none">• follow two- and three-step directions;• recognize the importance of focusing on the speaker;• respond appropriately to non-verbal signals;• identify personal information to be used for a variety of purposes;• recognize the difference between true and false information;• ask questions;• repeat directions;• use graphic organizers to remember information.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none">• follow one- and two-step directions;• identify good listening skills.

**First Grade Listening and Viewing
ELL Student Performance Descriptors**

Proficient	First grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • recognize the importance of focusing on a speaker when listening; • respond appropriately to non-verbal signals; • use pertinent personal information, such as first/ last name, address, emergency information.
Intermediate	First grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • follow the two- and three-step directions; • repeat directions; • ask pertinent questions from listening experiences; • retell simple stories.
Basic	First grade ELL students performing at the basic level: <ul style="list-style-type: none"> • listen attentively to a variety of speakers, including peers; • follow oral directions; • sing a newly learned song or jingle; • follow directions in order to participate in a game.
Emergent	First grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • listen attentively to teacher; • recognize an increasing number of English phonemes through song; • watch and imitate peers in order to stay on task.
Pre-emergent	First grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.

**Second Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.L.1.1 Students are able to follow three- and four-step directions.
(Application)	2.L.1.2 Students are able to face the speaker for the duration of communication.
(Analysis)	2.L.1.3 Students are able to observe and note gestures and facial expressions used by the speaker.

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.L.2.1 Students are able to find and use different types of information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • compare related information from different sources (for example: internet, CD Rom, television, videos).
(Application)	2.L.2.2 Students are able to ask appropriate questions to clarify information.
(Application)	2.L.2.3 Students are able to restate oral information in a logical and understandable sequence.
(Application)	2.L.2.4 Students are able to apply graphic organizers to remember and organize pertinent information. For example: T-chart, story map

**Second Grade Listening and Viewing
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">• summarize information from a variety of sources;• ask different types of questions for various purposes;• use appropriate words and expressions when responding to the actions or statements of others.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">• follow three- and four-step directions;• note non-verbal gestures and expressions;• compare related information from different sources;• ask appropriate questions;• restate information;• use graphic organizers to clarify information;• find and use different types of information.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">• follow directions;• retell what others say;• discuss information from a single source;• ask questions;• find different types of information.

**Second Grade Listening and Viewing
ELL Performance Descriptors**

Proficient	Second grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • retell a story; • give appropriate feedback to a variety of speakers; • use speaking and viewing to assist with listening; • use a computer program to interact with a story.
Intermediate	Second grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • use a cassette tape and book to better understand a story; • follow three- and four-step directions; • practice recently learned expression with a peer; • use symbols, drawings, and illustrations to represent information that supports active listening.
Basic	Second grade ELL students performing at the basic level: <ul style="list-style-type: none"> • restate oral information in a logical and understandable sequence; • ask appropriate questions to clarify information; • raise hand when responding to a question or asking for permission.
Emergent	Second grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • listen attentively to teacher; • follow simple verbal directions; • recognize an increasing number of English phonemes through song; • watch and imitate peers in order to stay on task.
Pre-emergent	Second grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.